



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

300 South Granite St., Prescott, AZ 86303

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Joseph W. Howard
Schedule : 07:30 AM to 04:00 PM
Grades : 6-8
Web Address : www.prescottschools.com/pmhms/index.htm
Phone Number : (928) 717-3241
Fax Number : (928) 717-3298
E-mail : joe.howard@prescottschools.com

Mission

Our mission is to advance our students as far as we possibly can during their time with us. Mile High provides the essentials for well-rounded growth through intellectual, social, physical, cultural, and character development. This will allow students to become lifelong learners who make contributions to their community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü At Mile High, we believe that in addition to using data to improve instruction, it is very important to continue to promote our extremely caring school culture. We aspire to focus on students' strengths, making every student want to be in school.
- ü To continue to foster Instructional Teaming, a true middle concept. The benefit of this interdisciplinary teaming promotes communication, coordination, and cooperation among subject matter specialists.
- ü In 2005, Our school was awarded with the prestigious A+ award. It is our goal and intent to continue with this direction of excellence and improvement, striving for continual reflection and learning for all.
- ü We strive to use new research and information on successful Professional Learning Communities to reinforce our strong sense of school teamwork not only with our teaching staff, but also with students, parents and the Prescott Community.

Enrollment

October 1, 2005 School Year Student Enrollment : 649
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü Student Directed
- ü Instructional Teams
- ü Integrated Curriculum/Instruction
- ü Alternative Programming
- ü Traditional Yet Progressive
- ü Technology Based Learning
- ü Honors/Advanced Classes
- ü ESL/ Bilingual Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Mile High's responsibilities are to provide a safe and nurturing learning environment. We hold high standards for academics and strong expectations for positive character. We are committed to helping each student to reach his/her highest potential!

Parents

Kids are successful when parents provide the kind of upbringing (through love and discipline) that will maximize their chances for success. This includes guidance in: respect, work ethic, good attendance, homework, and involvement in activities. Mile High strives to be a partner with the parents!

Transportation Policy

Bus service is available to students who live in a two-mile boundary. This service is a privilege that may be revoked. The safety of all riders is paramount; therefore, bus behavior is monitored.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ School Award- Arizona Education Foundation	2005
ü President Award for Educational Excellence- Participant	2006
ü Band/Choir: Consistent Superior Ratings/Flagstaff	2006
ü Numerous Essay, Poetry, and Math Counts Awards	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	410	79327	98	98	98	533	537	518	14	12	19	14	14	20	49	48	46	23	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	199	38961	100	99	98	536	540	520	13	12	16	12	11	20	53	53	48	22	24	16
Male	102	211	40295	95	98	97	529	535	516	16	13	21	17	17	19	44	44	44	24	27	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	35	46	32327	95	94	98	507	508	499	29	24	27	11	17	25	54	52	41	6	7	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	15	4391	NC	100	96	NC	537	489	NC	20	32	NC	13	27	NC	40	36	NC	27	4
White	157	337	36373	99	99	98	538	541	538	11	11	10	15	13	14	49	48	52	25	28	25
Students with Disabilities	26	64	9321	87	93	87	481	483	467	54	42	54	15	22	22	27	33	21	4	3	3
Students without Disabilities	177	346	70006	99	99	100	541	546	524	8	7	14	14	12	19	52	51	49	25	29	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	31	51	37097	97	98	97	514	506	498	16	22	27	26	27	25	42	39	41	16	12	7
Non-Economically Disadvantaged	172	359	42230	98	98	99	536	542	535	14	11	11	12	12	15	50	50	50	24	27	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	411	79501	98	99	98	511	512	497	5	5	10	20	20	25	68	68	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	199	39062	100	99	99	514	518	502	5	3	8	13	15	23	78	76	64	4	6	5
Male	102	212	40368	95	98	98	508	507	491	6	7	13	26	25	27	59	60	57	9	8	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	35	47	32389	95	96	98	490	488	478	11	13	16	29	30	34	57	55	48	3	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	15	4401	NC	100	96	NC	499	473	NC	13	17	NC	27	40	NC	53	43	NC	7	1
White	157	337	36446	99	99	99	517	517	516	4	4	4	18	18	15	71	70	73	7	8	7
Students with Disabilities	26	65	9411	87	94	88	469	469	453	27	25	36	38	42	36	31	29	26	4	5	1
Students without Disabilities	177	346	70090	99	99	100	517	520	502	2	1	7	17	16	24	74	75	65	7	7	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	31	51	37183	97	98	97	495	489	479	10	12	16	29	29	34	55	53	49	6	6	1
Non-Economically Disadvantaged	172	360	42318	98	99	99	514	516	513	5	4	5	18	19	17	71	70	70	6	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	202	410	80000	97	98	99	573	576	564	1	1	3	11	10	11	69	71	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	199	39288	100	99	99	590	593	579	1	1	2	6	5	6	68	69	77	25	26	16
Male	101	211	40644	94	98	98	557	559	549	2	1	4	17	15	15	70	73	74	11	11	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	34	46	32672	92	94	99	539	540	548	6	4	4	18	22	14	68	67	76	9	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	578	549	NC	NA	3	NC	7	14	NC	87	77	NC	7	5
White	157	337	36602	99	99	99	580	580	579	1	1	2	10	9	7	68	70	75	21	20	16
Students with Disabilities	26	65	9919	87	94	93	520	527	505	NA	NA	9	38	29	35	58	66	54	4	5	2
Students without Disabilities	176	345	70081	99	99	100	581	584	571	2	1	2	7	6	7	71	72	79	20	21	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	31	51	37534	97	98	98	560	554	547	3	2	4	26	22	15	52	63	76	19	14	5
Non-Economically Disadvantaged	171	359	42466	97	98	100	576	579	578	1	1	2	9	8	7	73	72	75	18	19	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	199	398	78546	98	99	97	549	562	543	15	9	15	11	11	18	59	57	52	15	23	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	200	38645	99	99	98	547	564	545	17	10	13	13	12	18	59	55	54	11	24	15
Male	103	198	39792	97	98	97	551	560	542	14	9	17	10	11	17	59	58	50	17	23	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	33	52	31177	100	100	97	512	527	524	45	29	22	9	15	23	39	44	48	6	12	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	159	331	36450	98	98	97	558	569	563	8	5	7	12	11	12	63	59	57	17	26	23
Students with Disabilities	21	47	8093	91	96	82	484	501	489	57	36	50	19	21	24	24	43	23	NA	NA	2
Students without Disabilities	178	351	70453	99	99	100	557	570	549	10	6	11	10	10	17	63	58	56	16	26	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	27	39	34694	100	98	96	515	523	524	30	21	23	22	23	23	44	51	48	4	5	7
Non-Economically Disadvantaged	172	359	43852	98	99	99	555	567	559	13	8	10	9	10	13	62	57	56	16	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	199	398	79045	98	99	98	522	532	512	9	6	10	20	15	25	60	64	58	12	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	200	38860	99	99	98	518	534	519	9	6	7	22	14	22	58	66	62	10	15	8
Male	103	198	40075	97	98	97	525	531	505	8	7	12	18	17	28	61	62	54	13	15	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	33	52	31314	100	100	98	483	501	493	30	19	16	33	27	34	30	48	48	6	6	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	159	331	36730	98	98	98	530	538	532	4	4	4	18	13	16	65	67	68	13	17	12
Students with Disabilities	21	47	8552	91	96	87	453	471	463	33	26	35	52	43	40	14	30	23	NA	2	1
Students without Disabilities	178	351	70493	99	99	100	530	540	517	6	3	7	16	12	24	65	68	62	13	17	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	27	39	34922	100	98	96	477	496	493	22	15	15	52	38	34	19	38	48	7	8	3
Non-Economically Disadvantaged	172	359	44123	98	99	99	529	536	527	6	5	6	15	13	18	66	67	66	12	16	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	399	79657	99	99	99	561	574	566	5	3	3	5	6	8	89	88	87	1	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	97	201	39120	100	100	99	575	588	580	3	2	2	3	3	4	93	91	92	1	4	2
Male	103	198	40423	97	98	98	547	559	553	7	5	5	7	8	12	85	85	83	1	2	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	33	52	31642	100	100	99	499	531	552	18	12	5	18	15	11	64	73	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	160	332	36929	98	99	99	573	580	579	3	2	2	3	4	5	94	90	91	1	4	2
Students with Disabilities	21	47	9069	91	96	92	492	501	508	14	11	11	19	26	30	67	64	58	NA	NA	1
Students without Disabilities	179	352	70588	99	99	100	569	583	573	4	2	2	3	3	5	92	91	91	1	4	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	27	39	35341	100	98	97	517	538	551	15	10	5	4	5	12	81	82	83	NA	3	0
Non-Economically Disadvantaged	173	360	44316	98	99	100	567	578	578	3	3	2	5	6	5	90	89	90	1	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	224	454	78400	97	98	97	573	585	554	11	7	21	17	14	19	53	56	47	18	23	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	229	38686	95	97	98	580	586	554	8	7	20	15	12	20	58	60	49	19	21	12
Male	108	224	39636	97	99	96	565	584	554	15	8	23	20	16	18	47	52	46	18	24	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	24	46	30732	92	96	97	533	553	534	33	20	31	17	17	24	42	52	40	8	11	5
Asian/Pacific Islander	NC	11	1827	NC	100	99	NC	660	594	NC	NA	8	NC	NA	12	NC	36	49	NC	64	31
American Indian/Alaskan Native	11	14	4536	92	93	95	539	541	528	NA	7	35	55	43	25	45	50	37	NA	NA	4
White	182	379	37038	97	98	97	579	588	575	9	6	11	15	12	14	55	58	56	20	24	19
Students with Disabilities	26	49	7840	100	100	81	525	532	498	31	22	60	42	31	18	27	47	20	NA	NA	2
Students without Disabilities	198	405	70560	96	98	99	579	591	560	9	6	17	14	12	19	57	57	50	21	25	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	26	40	33014	100	100	95	544	546	534	31	23	31	15	20	24	50	55	40	4	3	5
Non-Economically Disadvantaged	198	414	45386	96	98	99	577	588	569	9	6	15	18	13	15	54	56	52	20	25	18

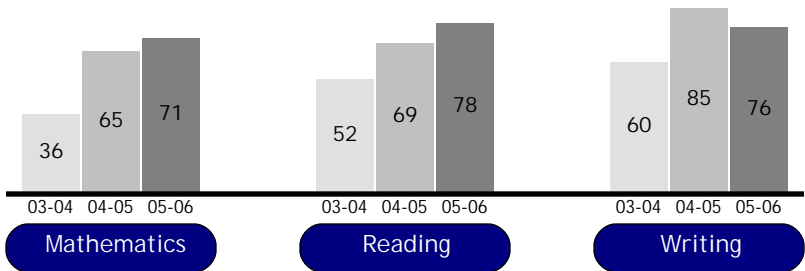
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	226	456	79179	97	98	98	539	546	519	4	2	11	19	16	27	67	71	58	11	11	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	230	38974	96	97	99	549	551	524	3	2	8	16	14	25	66	70	61	16	13	5
Male	109	225	40124	98	99	97	529	541	513	4	2	13	23	17	28	68	73	54	6	8	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	25	47	30987	96	98	98	496	514	498	28	15	17	12	17	36	60	64	45	NA	4	1
Asian/Pacific Islander	NC	11	1832	NC	100	99	NC	599	543	NC	NA	4	NC	NA	17	NC	73	69	NC	27	10
American Indian/Alaskan Native	11	14	4573	92	93	96	498	504	494	NA	NA	16	55	50	41	45	50	42	NA	NA	1
White	183	380	37467	97	98	98	547	550	539	1	1	5	18	14	17	68	73	70	13	12	8
Students with Disabilities	26	49	8567	100	100	88	497	500	467	4	4	39	58	45	38	31	47	22	8	4	1
Students without Disabilities	200	407	70612	97	98	99	545	551	524	4	2	7	14	12	25	72	74	62	11	12	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	26	40	33345	100	100	96	519	522	499	8	8	17	38	35	36	46	48	46	8	10	1
Non-Economically Disadvantaged	200	416	45834	97	98	99	542	548	533	3	2	7	17	14	19	70	74	67	11	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	460	79734	99	99	99	550	564	554	6	3	3	18	12	19	76	85	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	232	39243	98	98	99	566	576	568	3	2	2	10	6	12	86	91	85	1	0	1
Male	110	227	40413	99	100	98	532	551	541	8	4	4	27	17	26	65	78	70	NA	0	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	25	47	31254	96	98	99	474	520	539	28	15	5	20	13	25	52	72	70	NA	NA	0
Asian/Pacific Islander	NC	11	1837	NC	100	99	NC	597	579	NC	NA	1	NC	NA	9	NC	100	87	NC	NA	2
American Indian/Alaskan Native	11	14	4613	92	93	97	505	516	535	9	7	4	27	29	29	64	64	67	NA	NA	0
White	186	384	37668	99	99	99	561	569	569	3	2	1	18	11	13	78	86	85	1	1	1
Students with Disabilities	26	49	8943	100	100	92	520	525	495	4	2	11	42	39	51	54	57	38	NA	2	1
Students without Disabilities	203	411	70791	99	99	100	553	568	561	6	3	2	15	9	15	78	88	83	0	0	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	26	40	33718	100	100	97	510	524	538	15	10	5	27	23	26	58	65	69	NA	3	0
Non-Economically Disadvantaged	203	420	46016	99	99	100	555	567	567	4	2	2	17	11	14	78	87	84	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	64	NA	56	100	54	59	51	99	65	67	56
	Language	97	55	58	48	100	55	58	47	99	61	61	50
	Mathematics	98	73	79	66	100	58	63	52	99	67	70	58
7	Reading	99	64	NA	54	96	53	60	50	99	61	67	54
	Language	99	70	67	58	96	58	63	52	99	63	70	58
	Mathematics	100	66	71	62	96	56	62	50	99	58	65	54
8	Reading	100	60	NA	55	98	55	58	51	99	70	73	58
	Language	100	56	66	52	98	56	57	50	99	67	68	56
	Mathematics	100	66	71	61	99	60	61	53	99	72	76	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Prescott Mile High Middle School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- ü Staff Recognition
- ü School Fair
- ü School Improvement
- ü School Community Relations/Communication
- ü Extracurricular Activities
- ü Promotion Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	3	0	0
10 or more years	10	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	127
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü 1000-seat Auditorium
- ü Two Gyms, Full Size Football Field
- ü 4 Computer Labs
- ü Science, Art, Tech., and Lifeskills Labs

Extracurricular Activities

- ü Student Council/NJHS/Yearbook
- ü Band/Strings/Choir
- ü Interscholastic Sports
- ü Math Counts/Spelling Bee/Geography Bee
- ü After School Clubs/Homework Clubs
- ü Outdoor Science Lab-Harmony Habitat
- ü Millenium Club/Silver Club (incentives)
- ü Social Responsibility Training

Social Services

- ü Donation Prorgams/Scholarship/Assistance
- ü Big Brothers/Sisters Mentoring
- ü On Site Counseling Services-2 counselors
- ü Volunteer Clubs- Service Work
- ü Yavapai College Talent Search
- ü Toastmasters
- ü Student of the Month Recognition Program
- ü Health Services- Dental and Medical

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In Spring 2005, Mile High recieved the prestigious honor of the Arizona Education Foundation A+ Award. This shows the overall success of our school and philosophy. Please see our A+ application and more on our website: www.prescottschools.com
- ü Our student body has an average 3.0 GPA. This has been consistent for several years. Along with many positive programs that promote success, data shows that much credit goes to our Homework Assistance program. All students participate in this.
- ü Instructional Teaming has been successfully implemented at Mile High Middle School. The benefit of this interdisciplinary teaming promotes communication, coordination, and cooperation among subject matter specialists, students and parents.
- ü The entire staff at Prescott Mile High Middle School has been trained on data driven instruction. As a school, we have created action plans and goals based on our school's data. These goals help us to promote each student's greatest potential.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Although we have a very safe campus, we have instituted Youth Safe, Milestones, and have implemented a Character Counts Program. Our emergency crisis plan is strongly presented and practiced. We follow the Board adopted Zero-Tolerance policy that is used in our district. Mile High has adopted a discipline matrix that deals with behavior and safety problems in a swift and consistent manner. Our character counts program concentrates on prevention by teaching students to make good choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

16

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Joseph W. Howard	(928) 717-3241
Transportation Policy	Jim Cowen	(800) 717-3229
Community Resources	Marianne Brooks	(928) 717-3272
School Nutrition Programs	Barbara Van Fossen	(928) 717-3232
Parent Organization	Brandi Pereja	(928) 717-3241
Student Health/Nurse	Susan Braverman	(928) 717-3241

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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